

# Missouri's State Performance Plan (SPP) Indicators and related Compliance Indicators

## Self-assessment in the 2009-2010 School Year

Refer to the *Special Education Compliance Standards and Indicators Manual* for a detailed explanation of each indicator.

New Indicator No	Indicator Description	SPP Indicators*						Completed by all agencies
		1	2	3	5	12	13	
RELEASE OF INFORMATION								
100.400	Content of the Release of Information:							
100.400.a	A dated signature of parent or eligible student (Date represents date permission given for release of information.)						X	
100.400.b	Specific records to be disclosed						X	
100.400.c	A statement describing reason(s) for disclosure						X	
100.400.d	Individual(s) or agency(ies) to which disclosure is to be made						X	
REFERRAL PROCESS								
200.10	Referral is present for an initial evaluation or a reevaluation at parent request:							
200.10.a	Name(s) and role(s) of individual(s) making the referral.							X
200.10.b	Reason(s) for the referral and description of concern(s) which address information that describes why the child is suspected of having a disability and in need of evaluation.							X
200.10.c	Date of referral (m/d/y).							X
200.20	Full explanation of all Procedural Safeguards:							
200.20.a	The Procedural Safeguards statement was provided within 5 school days of the date of the referral.							X
200.20.b	The most current Department of Elementary and Secondary Education approved Procedural Safeguards statement at the time of referral is used.							X
INITIAL EVALUATION/ELIGIBILITY DETERMINATION								
200.30	Existing evaluation data on the child is reviewed:							
200.30.a	A description of all data reviewed and a summary of the information gained from the review of the data.							X
200.30.b	The date conclusions and decisions are finalized.							X
200.30.c	The name(s) and role(s) of each individual conducting the review. If an individual is serving in more than one (1) role, all parties must be aware of each role in which the individual is serving and each role must be documented.							X
200.40	Identify what additional data, if any, are needed:							
200.40.a	Documentation is present that on the basis of the review of existing evaluation data, and input from the child's parent, the team made a determination of what additional data, if any, is needed to determine: 1) whether the child is a child with a disability and the educational needs of the child, 2) the present level of academic achievement, functional performance and related developmental needs, and 3) whether the child needs special education and related services, supplementary aids and services, and/or modifications to enable the child to participate, as appropriate, in the general curriculum.							X

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		1	2	3	5	12	13	
200.40.b	The conclusions and decisions resulting from the review must be documented.							X
<b>200.50</b>	<b>Written Notice, no additional data needed, no consent required:</b>							
200.50.a	Date of Notice (m/d/y) is not more than thirty (30) calendar days from date of the referral.							X
200.50.b	Date of Notice (m/d/y) is prior to eligibility determination.							X
<b>200.60</b>	<b>Written Notice, additional data needed, no consent required:</b>							
200.60.a	Date of Notice (m/d/y) is not more than thirty 30 calendar days from date of agency referral or parent request to evaluate.							X
200.60.b	Date of Notice (m/d/y) is prior to eligibility determination.							X
<b>200.70</b>	<b>Written Notice, consent required for initial evaluation:</b>							
200.70.a	Date of the Notice (m/d/y) is not more than 30 calendar days from date of referral.							X
200.70.b	Consent is obtained prior to administration of any tests or assessment instruments.							X
200.70.c	Parent signature and date (m/d/y):							X
<b>CONTENT OF NOTICE - WHEN ADDITIONAL DATA IS COLLECTED</b>								
200.80	Description and explanation of action proposed:							X
<b>200.90</b>	<b>Area(s) to be evaluated and methods or tests/assessments to be used, if additional data required:</b>							
200.90.a	Name(s) and description(s) of area(s) of functioning to be assessed.							X
200.90.b	Names(s) of test(s)/assessment(s) to be used, if known.							X
<b>200.100</b>	<b>Options considered and why rejected</b>							
200.100.a	Specific other options considered by the IEP team prior to the decision to propose or refuse the action.							X
200.100.b	Why each option was rejected							X
200.110	Information used as a basis for the action:							X
200.120	Other relevant factors to the action:							X
200.130	Statement of protection for parents and children under Procedural Safeguards:							X
200.140	Means to obtain a copy of Procedural Safeguards for Children and Parents statement:							X
200.150	Sources to obtain assistance in understanding Procedural Safeguards:							X
200.160	Parent is notified of the eligibility staffing:							X
<b>200.170</b>	<b>Notification (verbal or written) includes:</b>							
200.170.a	The purpose of the meeting is to review evaluation information to determine whether the child is a child with a disability as defined by Missouri eligibility criteria, and the educational needs of the child.							X
200.170.b	The time, date and location of the meeting.							X
200.170.c	A listing of individuals invited to attend the meeting. Individuals attending the meeting are listed by their name and/or role(s) at the meeting.							X
200.170.d	The parent's and the agency's right to invite other individuals who have knowledge or special expertise regarding the child and that the inviting party makes the determination of whether or not the individual has knowledge or special expertise.							X
200.190	An evaluation report is present:							X
200.200	Parent is provided a copy of the evaluation report:							X
<b>200.210</b>	<b>A synthesis of information from the evaluation is present:</b>							

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200.210.a	The evaluation report addresses the results of all assessed areas generally related to the suspected disability.							X
200.210.b	The evaluation information is sufficiently comprehensive to identify all of the child's special education and related services needs.							X
200.220	Relevant behavior noted during observation:							X
200.230	Description of any variations from standard assessment conditions:							X
200.240	Statement of the existence and nature of the categorical disability(ies):							X
<b>200.260</b>	<b>A statement that the disability is not a result of lack of appropriate instruction in reading or math, or limited English proficiency:</b>							
200.260.a	A lack of appropriate instruction in reading including the essential components of reading instruction (as defined in Section 1208(3) of the ESEA): 200.260.a.(1) Phonemic Awareness 200.260.a.(2) Phonics 200.260.a.(3) Vocabulary Development 200.260.a.(4) Reading Fluency including oral reading skills 200.260.a.(5) Reading Comprehension Strategies							X
200.260.b	A lack of appropriate instruction in math							X
200.260.c	Limited English proficiency							X
<b>200.270</b>	<b>Names and roles of the individuals making the eligibility determination.</b>							
200.270.a	The names and roles of the individuals attending the eligibility determination meeting.							X
<b>REEVALUATION/CONTINUED ELIBIBITY AND NEED OF SERVICES</b>								
<b>200.330</b>	<b>Existing evaluation data on the child is reviewed:</b>							
200.330.a	A description of all data reviewed and a summary of the information gained from the review of the data.							X
200.330.b	The date conclusions and decisions are finalized.							X
200.330.c	The names and roles of the individuals conducting the review. If an individual is serving in more than one (1) role, all parties must be aware of each role in which the individual is serving and each role must be documented.							X
<b>200.340</b>	<b>Identify what additional data, if any, are needed for reevaluation:</b>							
200.340.a	Documentation is present that on the basis of the review of existing evaluation data, and input from the child's parent, the IEP team made a determination of what additional data, if any, are needed							X
200.340.b	The conclusions and decisions resulting from the review are documented.							X
<b>200.350</b>	<b>If no additional data are needed, notify the child's parent of the decision:</b>							
200.350.a	The parent was notified, either verbally or in writing, of this determination.							X
200.350.b	The notification includes the reason for the decision and the parent's right to request additional assessments to determine whether the child continues to be a child with a disability and to determine the child's educational needs.							X
<b>200.360</b>	<b>Written Notice, consent required:</b>							
200.360.a	Date of the Notice (m/d/y) is not more than 30 calendar days from documented date of review of existing data.							X
200.360.b	Consent is obtained prior to administration of any test(s) or assessment instruments.							X

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200.360.c	Parent signature and date:(m/d/y):							X
200.360.d	Written Notice is present							X
200.360.e	Date of Provision of the Notice (m/d/y)							X
200.360.f	Notice is provided a reasonable time prior to initiation of the action.							X
200.420	Attempts to obtain parental consent are documented:							X
200.430	Parent is notified of the eligibility staffing when additional data was collected:							X
<b>200.440</b>	<b>Notification (verbally or written) includes:</b>							
200.440.a	The purpose of the meeting is to review evaluation information to determine whether the child continues to be a child with a disability.							X
200.440.b	The time, date and location of the meeting.							X
200.440.d	The parent's and agency's right to invite other individuals who have knowledge or special expertise regarding the child and that the inviting party makes the determination of whether or not the individual has knowledge or special expertise.							X
200.450	An evaluation report is present when additional data was collected::							X
200.460	Parent is provided a copy of the evaluation report for reevaluations with additional data:							X
<b>200.470</b>	<b>A synthesis of information from the evaluation is present:</b>							
200.470.a	The evaluation report addresses the results of all assessed areas related to the suspected disability.							X
200.470.b	The evaluation information is sufficiently comprehensive to identify all of the child's special education and related services needs.							X
200.510	For Continuing Eligibility: Basis for the determination of continued eligibility and need for special education and related services for reevaluation:							X
<b>200.520</b>	<b>A statement that the disability is not a result of lack of appropriate instruction in reading or math, or limited English proficiency:</b>							
200.520.a	A lack of appropriate instruction in reading including the essential components of reading instruction (as defined in Section 1208(3) of the ESEA): 200.520.a.(1) Phonemic Awareness 200.520.a.(2) Phonics 200.520.a.(3) Vocabulary Development 200.520.a.(4) Reading Fluency including oral reading skills 200.520.a.(5) Reading Comprehension Strategies							X
200.520.b	A lack of appropriate instruction in math							X
200.520.c	Limited English proficiency							X
<b>200.530</b>	<b>Names and roles of the individuals making the eligibility determination.</b>							
200.530.a	The names and roles of the individuals attending the eligibility determination meeting.							X
200.530.b	The child's regular education teacher.							X
200.530.c	If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of her/his age.							X
200.530.d	For a child of less than school age, an individual qualified to teach a child of her/his age.							X
200.530.e	At least one person qualified to conduct individual diagnostic examinations of children.							X
<b>REEVALUATION TIMELINE</b>								

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		1	2	3	5	12	13	
<b>200.590</b>	<b>Reevaluation is conducted every three (3) years or more frequently if conditions warrant:</b>							
200.590.a	The required triennial evaluation <u>did not</u> exceed three years.							X
200.590.b	The parent and LEA agree that a triennial reevaluation is unnecessary.							X
200.590.c	The agency conducted a reevaluation prior to determining that a child was no longer a child with a disability.							X
200.590.d	The agency conducted a reevaluation because it determined that the educational or related services needs including improved academic achievement and functional performance of the child warranted a reevaluation.							X
200.590.e	The child's parent or teacher requested a reevaluation, but not more frequently than once a year, unless the parent and LEA agreed otherwise.							X
<b>INDIVIDUALIZED EDUCATION PROGRAM (IEP)</b>								
<b>200.610</b>	<b>Content of notification of IEP meeting (verbal or written) is documented:</b>							
200.610.a	The parent is informed of all purposes for the meeting.	X	X	X	X			
200.610.b	For students beginning not later than the first IEP to be in effect when the child is 16, post-secondary transition is stated as a purpose of the meeting, at least annually or whenever post-secondary transition is to be discussed at the IEP meeting.	X	X	X	X			
200.610.e	The participants who will be invited to attend are indicated by name and/or role(s).	X	X	X	X			
<b>200.630</b>	<b>Annual Meeting to Review/revise the IEP:</b>							
200.630.a	Date(s) of meeting(s) – (m/d/y).	X	X	X	X			
200.630.b	Meetings are no more than 365 calendar days apart.	X	X	X	X			
<b>ATTENDANCE AT THE IEP MEETING OF TEAM MEMBERS</b>								
<b>200.670</b>	<b>Representative of the public agency:</b>							
200.670.a	Documentation is present that a representative of the public agency (LEA) attends the IEP meeting. This individual is any designated member of the school staff who meets the required requirements:	X	X	X	X			
200.670.b	Documentation is present that the member was excused, in whole or in part, because their area of curriculum or related services was not being modified or discussed in the meeting	X	X	X	X			
200.670.c	Documentation is present that the member was excused, in whole or in part, when the meeting involved a modification to or discussion of the member's area of curriculum or related services.	X	X	X	X			
<b>200.680</b>	<b>Child's regular education teacher(s):</b>							
200.680.a	Documentation is present that at least one regular education teacher of the child, if the child is or may be participating in the regular education environment was in attendance.	X	X	X	X			
200.680.b	Documentation is present that the member was excused, in whole or in part, because their area of curriculum or related services was not being modified or discussed in the meeting	X	X	X	X			
200.680.c	Documentation is present that the member was excused, in whole or in part, when the meeting involved a modification to or discussion of the member's area of curriculum or related services	X	X	X	X			
<b>200.690</b>	<b>Child's special education teacher(s):</b>							
200.690.a	Documentation is present that at least one (1) special education teacher of the child, or if appropriate, at least one (1) special education provider of the child was in attendance.	X	X	X	X			

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200.690.b	Documentation is present that the member was excused, in whole or in part, because their area of curriculum or related services was not being modified or discussed in the meeting	X	X	X	X			
200.690.c	Documentation is present that the member was excused, in whole or in part, when the meeting involved a modification to or discussion of the member's area of the curriculum or related services	X	X	X	X			
<b>200.700</b>	<b>Child's parent(s):</b>							
200.700.a	Parent(s) attend(s) the IEP meeting and documentation on the IEP indicates such.	X	X	X	X			
200.700.b	If the parent(s) is/are unable to attend but chose to participate, via an alternative method, documentation on the IEP indicates their participation and the method of participation.	X	X	X	X			
200.700.c	Documentation is present the parent(s) chose not to attend or participate.	X	X	X	X			
200.700.d	Records of telephone calls made and results.	X	X	X	X			
200.700.e	Copies of correspondence sent and responses received.	X	X	X	X			
200.700.f	Records of visits made to the home or place of employment and results.	X	X	X	X			
<b>200.710</b>	<b>Child:</b>							
200.710.a	The IEP team includes the child at any age, if appropriate.	X	X	X	X			
200.710.b	For IEP meetings addressing secondary transition services, the child is invited.	X	X	X	X			
200.710.c	If, after the age of 16 or for any meeting whose purpose is the consideration of post-secondary goals, the child does not attend, documentation is present that the child's preferences and interests related to transition services were considered at the IEP meeting.	X	X	X	X		X	
<b>200.720</b>	<b>An individual who can interpret instructional implications of evaluation results:</b>							
200.720.a	Documentation is present that an individual who can interpret the instructional implication of evaluation results was in attendance.	X	X	X	X			
200.720.b	Documentation is present that the member was excused, in whole or in part, because their area of curriculum or related services was not being modified or discussed in the meeting	X	X	X	X			
200.720.c	Documentation is present that the member was excused, in whole or in part, when the meeting involved a modification to or discussion of the member's area of the curriculum or related services	X	X	X	X			
<b>200.730</b>	<b>Others (specify):</b>	X	X	X	X			
200.730.a	Other participants with knowledge or special expertise regarding the child attended the meeting at the discretion of either the parent or agency.	X	X	X	X			
200.730.b	When addressing secondary transition at the IEP meeting, beginning not later than the first IEP to be in effect when the child is 16, representatives of other agencies who are responsible for providing <u>or paying</u> for transition services are invited.						X	
<b>IEP INCLUDES THE FOLLOWING CONTENT</b>								
<b>200.740</b>	<b>A statement of the present levels of academic achievement and functional performance:</b>							
200.740.c	Addresses how the child's disability affects her/his involvement and progress in the general education curriculum. (For preschool children, how the disability affects the child's participation in appropriate activities.)	X	X	X	X			
200.740.d	Considers the results of the initial or most recent evaluation of the child.	X	X	X	X			
200.740.e	Addresses the strengths of the child and the concerns of the parent for enhancing the education of their child.	X	X	X	X			
200.740.f	Addresses the academic, developmental and functional needs of the child.	X	X	X	X			

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		1	2	3	5	12	13	
<b>200.750</b>	<b>Consideration of special factors:</b>							
200.750.a	The child's communication needs.	X	X	X	X			
200.750.b	The need for assistive technology services and/or devices.	X	X	X	X			
200.750.c	The language needs of a child with limited English proficiency as those needs relate to the child's IEP.	X	X	X	X			
200.750.d	Positive behavioral interventions, strategies and supports, and other strategies to address behaviors that impede the learning of the child or others.	X	X	X	X			
<b>200.760</b>	<b>For children who are blind or visually impaired, the IEP addresses instruction/non-instruction in Braille:</b>							
200.760.a	The IEP indicates whether or not the child is to receive instruction in reading and writing Braille.	X	X	X	X			
200.760.b	Specific goals indicating which competencies in reading and writing Braille are to be taught and the level of competency expected to be achieved by the end of the IEP.	X	X	X	X			
200.760.c	Methods of integrating Braille into normal classroom activities.	X	X	X	X			
200.760.d	Initiation date for Braille instruction and duration of each session.	X	X	X	X			
200.760.e	The basis for the IEP team's determination that Braille instruction is not appropriate for the child.	X	X	X	X			
<b>200.800</b>	<b>A statement of the transition service needs:</b>							
200.800.a	A measurable postsecondary goal (or goals) that covers education or training, employment, and, as needed, independent living.						X	
200.800.b	Annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s).						X	
200.800.c	Transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school.						X	
200.800.d	Representatives of other agencies who are likely to pay for or provide transition services are invited to the IEP meeting when transition planning is a purpose of the meeting.						X	
200.800.e	The measurable postsecondary goals are based on age-appropriate transition assessment.						X	
200.800.f	The transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school.						X	
200.800.g	The transition services were developed considering the individual child's needs, preferences, and interests.						X	
200.800.h	If a participating agency, other than the public agency, failed to provide the transition services described in the IEP, the public agency reconvened the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.						X	
<b>200.810</b>	<b>A statement of measurable annual goals, including academic and functional goals.</b>							
200.810a	Demonstrate consistency with the content of the present level of performance.	X	X	X	X			
200.810.b	Are written in terms that are: Specific to a particular skill or behavior to be achieved, Measurable, Attainable (can reasonably be accomplished within the duration of the IEP), Results oriented, Time-bound (generally happen within one year).	X	X	X	X			
200.810.c	Enable the child to be involved in the general education curriculum, as appropriate (for preschool children, participation in appropriate activities).	X	X	X	X			
<b>200.820</b>	<b>Special education services to be provided:</b>							
200.820.a	Specific special education service(s).	X	X	X	X			

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200.820.b	Amount of time (e.g., minutes, hours, periods, percentage) to be committed to each service that must be: appropriate to the specific service, stated in a manner clear to all involved in the development and implementation of the IEP.	X	X	X	X			
200.820.d	Location (states the type of environment for provision of the services - e.g., regular education classroom, resource classroom, community worksite, community child care center, etc.).	X	X	X	X			
200.820.e	Frequency (states how often the services will occur—e.g., daily, weekly, monthly).	X	X	X	X			
<b>200.830</b>	<b>Applicable related service(s):</b>							
200.830.a	Specific related service(s).	X	X	X	X			
200.830.b	Amount of time (e.g., minutes, hours, periods, percentage) to be committed to each service that must be: appropriate to the specific service, stated in a manner clear to all involved in the development and implementation of the IEP.	X	X	X	X			
200.830.d	Location (states the type of environment for provision of the services- e.g., regular education classroom, resource classroom, etc.);	X	X	X	X			
200.830.e	Frequency (states how often the services will occur—e.g., daily, weekly, monthly).	X	X	X	X			
<b>200.840</b>	<b>Applicable supplementary aids and services:</b>							
200.840.a	Specific supplementary aids and services.	X	X	X	X			
200.840.b	Amount of time (e.g., minutes, hours, periods, percentage) to be committed to each service that must be: appropriate to the specific service, stated in a manner clear to all involved in the development and implementation of the IEP.	X	X	X	X			
200.840.d	Location (states the type of environment for provision of the services - e.g., regular education classroom, resource classroom, etc.)	X	X	X	X			
200.840.e	Frequency (states how often the services will occur—e.g., daily, weekly, monthly).	X	X	X	X			
<b>200.850</b>	<b>Program modifications:</b>							
200.850.a	A description of the specific program modifications.	X	X	X	X			
200.850.c	Location (states the type of environment for provision of the services - e.g., regular education classroom, resource classroom, etc.)	X	X	X	X			
200.850.d	Frequency (states how often the services will occur - e.g., daily, weekly, monthly).	X	X	X	X			
200.860	Description of the supports that will be provided for school personnel that are focused on directly assisting staff to meet the unique and specific needs of the child.	X	X	X	X			
<b>200.880</b>	<b>Extent of non-participation in regular education:</b>							
200.880.a	For any child not participating 100% in the regular education environment (k-12), the IEP must include a description of the extent that the student will not participate and why full participation is not appropriate.	X	X	X	X			
200.880.b	For preschool children, if all of the child's special education and related services are not provided in a regular education setting, the IEP includes: a description of the extent that the child will not receive special education and related services in a regular education setting and reasons why the IEP team determined that provision of services in the regular education setting was not appropriate.	X	X	X	X			
<b>200.910</b>	<b>A statement defining the child's participation in state assessments of student achievement:</b>							
200.910.a	The child's participation in state assessments (Missouri Assessment Program - MAP).			X				
200.910.b	Accommodations that are necessary to measure the academic achievement and functional performance of the child.			X				
200.910.c	Why the child cannot participate in regular assessment.			X				



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200.910.d	How the particular alternative assessment is appropriate (MAP-A).			X				
<b>200.920</b>	<b>A statement defining the child's participation in agency-wide assessments of student achievement:</b>							
200.920.a	The child's participation in agency-wide assessments.			X				
200.920.b	Accommodations that are necessary to measure the academic achievement and functional performance of the child.			X				
200.920.c	Why the child cannot participate in regular assessment.			X				
200.920.d	How the particular alternative assessment is appropriate.			X				
<b>200.940</b>	<b>Reporting progress on annual goals</b>							
200.940.a	The IEP includes a description of how progress toward meeting the annual goal(s) will be measured.	X	X	X	X			
200.940.b	The IEP includes a statement of when periodic reports on the progress the child is making toward meeting the annual goals will be provided to the parent.	X	X	X	X			
<b>PLACEMENT</b>								
<b>200.1040</b>	<b>Placement decisions are based upon LRE:</b>							
200.1040.a	The child's IEP team makes placement decisions.				X			
200.1040.b	Placement is determined annually.				X			
200.1040.c	Placement is based upon the services identified in the child's IEP.				X			
200.1040.d	Placement being as close as possible to the child's home and in the school he/she would attend if nondisabled unless the IEP requires some other arrangement. (N/A for ECSE.)				X			
200.1040.e	A continuum of alternative placement options is available to meet the needs of all identified children with disabilities.				X			
200.1040.f	Child is not removed from education in age-appropriate regular classroom solely because of needed modifications in the general curriculum.				X			
200.1040.g	Whether education in the regular classroom with the use of supplementary aids and services can be achieved satisfactorily; if not, then,				X			
200.1040.h	Whether the child has been integrated to the maximum extent appropriate.				X			
200.1040.i	The following factors must be considered as a part of the two-part inquiry: curriculum and goals of the regular education class, sufficiency of the district's efforts to accommodate the child in the regular class, degree to which the child will receive educational benefit from regular education, effect the presence of a child with a disability may have on the regular classroom environment and on the education that the other students are receiving, and the nature and severity of the child's disability.				X			
200.1040.j	Placement determinations are made during the annual IEP review/revision meeting. If the local agency is unable to attend this meeting, they must document that placement options were discussed with the parent at another time.				X			
<b>CONTENT OF NOTICE IS PRESENT AS FOLLOWS</b>								
<b>200.1300</b>	<b>Part C transition</b>							
200.1300.a	If invited, representative of local district attended Part C transition meeting.				X			
200.1300.b	If the representative of the local agency did not attend the meeting, documentation is present that a contact occurred at least 120 days prior to the child's third birthday to explain the process and if the child is eligible, the steps necessary to assure the provision of services by the child's third birthday.				X			

New Indicator No	Indicator Description	SPP Indicators*						Completed by all agencies
		1	2	3	5	12	13	
PARENTAL REVOCATION OF CONSENT								
200.1305.	Parental Revocation of Consent							
200.1305.a	Documentation is present that the revocation of consent was provided in writing by the parent							X
200.1305.b	Documentation is present that the public agency provided the parent with a Notice of Action, Change of Services.							X
SUMMARY OF PERFORMANCE								
200.1320	Provision of a summary of Academic Achievement and Functional Performance							
200.1320.a	The summary includes recommendations on how to assist the child in meeting the child’s post-secondary goals.	X	X					
200.1320.b	The summary was provided to the student:	X	X					
200.1320.c	not more than 60 days before or 30 days after the child is graduating with a regular diploma	X	X					
200.1320.d	not more than 60 days before the child’s 21st birthday, or not more than 30 days after the child’s 21st birthday or 30 days after the child leaves the educational system after turning age 21.	X	X					
LONG TERM SUSPENSIONS/EXPULSIONS (DISCIPLINARY CHANGE OF PLACEMENT)								
300.30	Child suspended in excess of ten (10) consecutive school days OR Removals exceed ten (10) school days cumulatively and constitute a pattern of suspension							
300.30.a	Documentation is present that the child was removed in excess of ten (10) school days cumulatively or has been subjected to a series of removals that exceed ten (10) school days cumulatively and school personnel have determined that those removals constitute a pattern of suspension.	X	X	X	X			
300.30.b	Documentation is present that within ten (10) school days after any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination was conducted.	X	X	X	X			
300.40	Manifestation Determination:							
300.40.a	Reviewed all relevant information in the student’s file, including: 1)the child’s IEP, 2) any teacher observations, and 3) Relevant information provided by the parents.	X	X	X	X			
300.40.b	Whether the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability	X	X	X	X			
300.40.c	Whether the conduct in question was the direct result of the LEA’s failure to implement the IEP.	X	X	X	X			
300.50	Conduct is found not to be a manifestation of a disability:							
300.50.a	Found the conduct in question was not caused by, or had a direct and substantial relationship to the child’s disability	X	X	X	X			
300.50.b	The conduct in question was not the direct result of the LEA’s failure to implement the IEP	X	X	X	X			
300.50.c	Determined services that would enable the child to continue to receive educational services to continue to participate in the general education curriculum, progress toward meeting goals set out in the IEP and receive, as appropriate, a Functional Behavior Assessment (FBA) and behavior intervention services and modifications, that are designed to address the behavior violation so that it does not recur.	X	X	X	X			
300.50.d	Determined placement.	X	X	X	X			

New Indicator No	Indicator Description	SPP Indicators*						Completed by all agencies
		1	2	3	5	12	13	
300.50.e	Provided the parent with Prior Written Notice for change of placement.	X	X	X	X			
300.50.f	Provided a copy of the Procedural Safeguards Notice	X	X	X	X			
<b>300.60</b>	<b>Conduct is found to be a manifestation of the disability.</b>							
300.60.a	Found the conduct in question was caused by, or had a direct and substantial relationship to the child's disability	X	X	X	X			
300.60.b	The conduct in question was the direct result of the LEA's failure to implement the IEP.	X	X	X	X			
300.60.c	Conducted a Functional Behavior Assessment (FBA), unless the LEA had conducted a FBA assessment before the behavior that resulted in the change of placement occurred	X	X	X	X			
300.60.d	Implemented a Behavioral Intervention Plan (BIP) or if a BIP already has been developed, reviewed the BIP and modified it as necessary to address the behavior.	X	X	X	X			
300.60.e	Agency returned the child to the placement from which the child was removed,	X	X	X	X			
300.60.f	The parent and LEA agreed to a change of placement as part of the modifications to the Behavior Intervention Plan (BIP)	X	X	X	X			
<b>SPECIAL CIRCUMSTANCES/FORTY-FIVE (45) CALENDAR DAY INTERIM ALTERNATIVE EDUCATIONAL PLACEMENT</b>								
<b>300.70</b>	<b>Forty-five (45) day removal – weapons/drugs/serious bodily injury:</b>							
300.70.a	Carries or possesses a weapon to school, or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district.	X	X	X	X			
300.70.b	Knowingly has or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district; or,	X	X	X	X			
300.70.c	Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district.	X	X	X	X			
300.70.d	Notified of the decision	X	X	X	X			
300.70.e	Provided a copy of the Procedural Safeguards Notice	X	X	X	X			
300.70.f	A manifestation determination was conducted.	X	X	X	X			
300.70.g	Found the conduct in question was caused by, or had a direct and substantial relationship to the child's disability or was the direct result of the LEA's failure to implement the IEP.	X	X	X	X			
300.70.h	The conduct in question was not caused by, or had a direct and substantial relationship to the child's disability or was not the direct result of the LEA's failure to implement the IEP.	X	X	X	X			
300.70.i	The IEP determined services that would enable the child to: 1) Continue to receive educational services to continue to participate in the general education curriculum, although in another setting; 2) Progress toward meeting goals set out in the IEP; 3) Receive, as appropriate, a functional behavioral assessment (FBA) and behavior intervention services and modifications, that are designed to address the behavior violation so that it does not recur.	X	X	X	X			
<b>300.80</b>	<b>Forty-five (45) day removal – violent/dangerous student: (NA except when ordered by a hearing officer through expedited due process hearing)</b>							
300.80.a	Continue to participate in the general education curriculum, although in another setting.	X	X	X	X			
300.80.b	Progress toward meeting goals set out in the IEP	X	X	X	X			
300.80.c	Receive, as appropriate, a functional behavioral assessment (FBA) and behavior intervention services and modifications, that are designed to address the behavior violation so that it does not recur.	X	X	X	X			

New Indicator No	Indicator Description	SPP Indicators*						Completed by all agencies
		1	2	3	5	12	13	
300.80.d	Notified the parent of the decision to seek this order on the day the decision is made.	X	X	X	X			
300.80.e	Provided the parent with a copy of the Procedural Safeguards.	X	X	X	X			
300.80.f	Filed a request for expedited hearing with DESE.	X	X	X	X			
300.80.g	Local educational agency, the parent, and relevant members of the IEP team (as determined by the parent and the LEA) conducted a manifestation determination.	X	X	X	X			
<b>ELIGIBILITY CRITERIA: Mental Retardation/Intellectual Disability</b>								
<b>1000.10</b>	<b>Child performs 2.0 standard deviations (SD) below peers:</b>							
1000.10.a	Name of cognitive measure used							X
1000.10.b	Score obtained for child							X
1000.10.c	Statement that score is equal to or below 2.0 SD from the mean for that measure which is valid when considering age, ethnic and cultural background							X
<b>1000.20</b>	<b>Adaptive behavior is consistent with cognitive abilities:</b>							
1000.20.a	Name of the adaptive behavior scale administered							X
1000.20.b	Results of that evaluation							X
1000.20.c	The overall score on measured adaptive behavior is consistent with cognitive abilities.							X
<b>1000.30</b>	<b>Reduced cognitive ability and adaptive behavior adversely affects educational performance:</b>							
1000.30.a	Reduced cognitive abilities and adaptive behavior adversely affect educational performance							X
1000.30.b	Specific areas of impact are described							X
<b>ELIGIBILITY CRITERIA: Specific Learning Disability</b>								
<b>1400.10</b>	<b>Areas of inadequate achievement</b>							
1400.10.a	Basic Reading Skill							X
1400.10.b	Reading Comprehension							X
1400.10.c	Reading Fluency Skills							X
1400.10.d	Written Expression							X
1400.10.e	Mathematics Calculation							X
1400.10.f	Mathematics Problem Solving							X
1400.10.g	Listening comprehension							X
1400.10.h	Oral Expression							X
<b>1400.20</b>	<b>Methods of eligibility determination</b>							
1400.20.a	Documentation is present that agency procedures for identification of a child with Specific Learning Disabilities were followed.							X
1400.20.b	Instructional strategies used and the student-centered data collected.							X
1400.20.c	Documentation that the child's parents were notified about: the State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; strategies for increasing the child's rate of learning, and; the parents' right to request an evaluation.							X
1400.20.d	Evidence of pattern of strengths and weaknesses							X
1400.20.e	Discrepancy of at least 1.5 standard deviations between achievement and intellectual ability.							X

New Indicator No	Indicator Description	SPP Indicators*						Completed by all agencies
		1	2	3	5	12	13	
	OR							X
1400.20.f	A child who does not display a discrepancy of at least 1.5 standard deviations as defined above, may be deemed to have a specific learning disability through the use of professional judgment							X
<b>1400.30</b>	<b>Observation</b>							
1400.30.a	Information from an observation in routine classroom instruction and monitoring of the child's performance done before the child was referred for an evaluation; or							X
1400.30.b	Observation by a qualified professional in the regular classroom after the child has been referred for an evaluation and parental consent is obtained.							X
1400.30.c	Relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning.							X
<b>1400.40</b>	<b>Additional group members</b>							
1400.40.a	The child's regular teacher, or, if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age;							X
1400.40.b	For a child of less than school age, an individual qualified by the SEA to teach a child of his or her age;							X
1400.40.c	At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.							X
<b>1400.50</b>	<b>Evaluation Report</b>							
1400.50.a	The public agency must document relevant medical findings or if no relevant medical findings, this must be noted in the evaluation report.							X
1400.50.b	Each team member must certify in writing whether the report reflects her/his conclusion(s). If it does not, the group member must submit a separate statement presenting the member's conclusions.							X
1400.50.c	Data that demonstrates that prior to or as part of the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel, and							X
1400.50.d	Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.							X
<b>1400.60</b>	<b>Learning disability is not primarily the result of specific factors</b>							
1400.60.a	A visual, hearing, or motor disability;							X
1400.60.b	Mental retardation;							X
1400.60.c	Emotional disturbance;							X
1400.60.d	Cultural factors;							X
1400.60.e	Environmental or economic disadvantage;							X
1400.60.f	Limited English Proficiency;							X
1400.60.g	Lack of appropriate instruction in reading, including the essential components of reading instruction; and							X
1400.60.h	Lack of appropriate instruction in math.							X
<b>ELIGIBILITY CRITERIA: Language Impairment</b>								
<b>1500.10</b>	<b>Consistent, inappropriate use of one (1) or more of the following structures of language:</b>							
1500.10.a	Morphology (structuring words from smaller units of meaning)							X
1500.10.b	Syntax (putting words together in phrases and sentences—sometimes referred to as grammar deficits)							X
1500.10.c	Semantics (selecting words to represent intended meaning and combining words and sentences to represent intended meaning—sometimes referred to as vocabulary deficits)							X

New Indicator No	Indicator Description	SPP Indicators*						Completed by all agencies
		1	2	3	5	12	13	
1500.10.d	Pragmatics (using the functions of language to communicate with others)							X
<b>1500.20</b>	<b>Assessment of language structures that documents one (1) or more of the following:</b>							
1500.20.a	Language sampling:							X
1500.20.b	Structured clinical tasks:							X
1500.30	Level of language functioning:							X
1500.30.a	The evaluation report documents the results of two (2) norm-referenced and standardized language assessments which measure the same areas of language.							X
1500.30.b	The evaluation determines whether the child's language functioning is significantly below the child's cognitive abilities.							X
1500.40	Professional judgment:							X
<b>1500.50</b>	<b>Adverse educational impact:</b>							
1500.50.a	The evaluation report includes information that addresses the extent to which the child's language functioning adversely affects the child's educational performance.							X
1500.50.b	Specific areas of impact are described.							X
1500.60	Dialectal differences and second language influence:							X
<b>ELIGIBILITY CRITERIA: Sound System Disorder (Articulation and/or Phonology)</b>								
<b>1600.10</b>	<b>Delay in correct sound production in one (1) or more of the following:</b>							
1600.10.a	Phonological pattern(s) :							X
1600.10.b	Substitution(s):							X
1600.10.c	Omission(s) :							X
1600.10.d	Distortion(s) :							X
1600.10.e	Addition(s) :							X
1600.20	Extent sound production is outside normal development:							X
<b>1600.30</b>	<b>Sound system evaluations:</b>							
1600.30.a	Specific articulation and/or phonology errors identified using a single word test and/or a sentence/phrase repetition task/connected speech sample							X
1600.30.b	Speech sampling procedure:							X
1600.40	Professional judgment:							X
1600.50	Adverse educational impact:							X
1600.60	Dialectal differences and second language influence:							X
<b>ELIGIBILITY CRITERIA: Speech-Fluency</b>								
<b>1700.10</b>	<b>Symptomatic behaviors of dysfluency in one (1) or more:</b>							
1700.10.a	Sound, syllable, or word repetitions							X
1700.10.b	Prolongation of sounds, syllables, or words							X
1700.10.c	Blockages							X
1700.10.d	Hesitations							X
<b>1700.20</b>	<b>Speech sample:</b>							
1700.20.a	Method of elicitation							X

New Indicator No	Indicator Description	SPP Indicators*						Completed by all agencies
		1	2	3	5	12	13	
1700.20.b	Settings in which sampling occurred							X
1700.20.c	Analysis procedures used							X
1700.20.d	Description of dysfluency							X
<b>1700.30</b>	<b>Number or rate of dysfluencies in one (1) or more of the following:</b>							
1700.30.a	Five (5) dysfluencies per minute in each context.							X
1700.30.b	A dysfluency rate of 10% or greater.							X
1700.40	Professional judgment:							X
1700.50	Adverse educational impact:							X
<b>ELIGIBILITY CRITERIA: Speech-Voice</b>								
<b>1800.10</b>	<b>Deviation in one(1) or more of the parameters of voice:</b>							
1800.10.a	Pitch:							X
1800.10.b	Quality:							X
1800.10.c	Volume:							X
1800.20	Voice is discrepant from the norm:							X
1800.30	Adverse effect on educational performance:							X
1800.40	Voice disorder is not the result of temporary problems:							X

\* SPP indicator areas:

SPP 1 – Graduation

SPP 2 - Dropout

SPP 3 – Assessment/Achievement

SPP 5 – LRE (K-21)

SPP 12 – C to B Transition (First Steps to ECSE)

SPP 13 – Transition